

### Year 7 Rationale:

- ✓ Students build on prior knowledge and attainment from the KS2 Curriculum allowing them to continue to make rapid progress.
- ✓ Students start their 5 year curriculum journey with a breadth of texts which have been carefully selected around the key concepts of power, gender, love and relationships, conflict, human behaviour, religion and beliefs and nature.
- ✓ Students start to develop the fundamental threshold concepts to build schema knowledge.
- ✓ Students develop academic understanding through vocabulary development. Our Words of the Week have been carefully selected from the Academic word list to develop a command of tier 2 vocabulary and are directly linked to the text studied in that LP. Words are taught explicitly with lots of repeated practice to embed knowledge and use of new words to support descriptive and analytical approaches.
- ✓ Students begin to formulate analytical responses using 'What? How? Why? Strategy. By deconstructing the analytical essay at sentence level, students construct personal viewpoints in the form of thesis statements; and select and embed relevant textual detail which is practised to the point of mastery
- ✓ Creative writing is taught through slow writing. In Y7, students practise the first 10 creative writing sentence structures from our couch to 5K writing programme.
- ✓ Oracy underpins the development of our students' reading and writing. Students are taught to speak like an academic in discussions and in presentations to develop and challenge ideas.
- ✓ Homework includes learning essential knowledge, retrieval practice and reading tasks which are carefully selected from a range of challenging and exciting fiction and non-fiction sources
- ✓ We adapt the curriculum and learning environment for students with SEND: using a range of approaches to support students with additional needs. All students benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Work is adapted for different groups and individuals.
- ✓ **Planned cultural capital: empower students with acquisition of tier 2 vocabulary, literary techniques, dramatic devices and terminology; study of Greek and Norse Mythology and Greek theatre to understand archetypes and classical allusions; introduction to Christopher Booker's story structures; introduction to Rhetoric with speeches from Cicero, Alexander the Great; Lincoln and MLK; study of famous Shakespearean speeches, including historical significance and impact on the audience; concepts of law and order, political power of democracy and dictatorship.**

### Year 8 Rationale:

- ✓ Students continue on their curriculum journey developing an understanding of the key concepts of power, gender, love and relationships, conflict, human behaviour, religion and beliefs and nature to build schema knowledge.
- ✓ Students develop academic understanding further through vocabulary development. Our Words of the Week have been carefully selected from the Academic word list to develop a command of tier 2 vocabulary and are directly linked to the text studied in that LP. Words are taught explicitly with lots of repeated practice to embed knowledge and use of new words to support descriptive and analytical approaches.
- ✓ Students develop and secure analytical responses using 'What? How? Why? Strategy. Students are taught the next sentences in the deconstructed essay (the effects of a whole text; analysis of a writer's use of language, structure and form; evaluation of writer's intent) and these are practised to the point of mastery. Y7 sentences are integrated and practised alongside the new essay sentences.
- ✓ Creative writing is taught through slow writing. In Y8, students practise the next 10 creative writing sentence structures from our couch to 5K writing programme.
- ✓ Oracy continues to be an integral part of students' development. There are many opportunities for discussion to express and justify ideas and students build confidence to become effective presentational speakers.
- ✓ Homework includes learning essential knowledge, retrieval practice and reading tasks which are carefully selected from a range of challenging and exciting fiction and non-fiction sources
- ✓ We adapt the curriculum and learning environment for students with SEND: using a range of approaches to support students with additional needs. All students benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Work is adapted for different groups and individuals.
- ✓ **Planned cultural capital: empower students with acquisition of tier 2 vocabulary, language and structural devices and terminology; study of historical detective fiction to understand Victorian London, representation of women, class system and the effects of poverty; building on creative writing using Christopher Booker's 7 basic plots; study of Shakespearean comedy to explore dramatic devices and context of Elizabethan and Renaissance eras; study of Art of Rhetoric; study of Gothic genre through Frankenstein, including exploration of Victorian era of scientific discoveries, enlightenment and power.**